DOCUMENT RESUME

ED 062 099 RE 004 109

AUTHOR	Gibson, Madelyn
TITLE	Language Arts: Acceleration.
INSTITUTION	Dade County Board of Public Instruction, Miami, Fla.
PUB DATE	71
NOTE	20p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Auditory Perception; Behavioral Objectives; *Content Reading; Course Content; Multisensory Learning; *Program Guides; Reading Comprehension; *Reading Instruction; Reading Speed; Resource Materials; *Secondary Grades; *Study Skills; Teaching Techniques; Visual Perception
IDENTIFIERS	*Quinmester Program

ABSTRACT

This program guide outlines an advanced laboratory course using multimodal materials from junior high school to college which is designed to improve reading and comprehension, visual and auditory efficiency, and study skills. Each student begins at a test-determined level and progresses as skill and efficiency increase. The basic purpose is to provide students with an opportunity to practice those reading skills which will be most helpful to them in reading the quantities of materials required in many content courses. Performance objectives, rationale, course content, teaching strategies, student resources, and teacher resources are included. (AW)

ED 062099

TE
N-LJ

AUTHORIZED COURSE OF INSTRUCTION FOR THE

QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Language Arts: ACCELERATION 5111.34
5112.40
5113.70
5114.150
5115.165
5116.72

Reading

RE 004 109

ACCELERATION

5111.34
5112.40
5113.78
5114.150
5115.165
5116.72

Reading

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Written by Madelyn Gibson
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethal Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

Course Number

5111.34
5112.40
5113.78
5114.150
5115.165
5116.72

COURSE TITLE: ACCELERATION

COURSE DESCRIPTION: An advanced laboratory, using multimodal materials from junior high to college, designed to improve reading speed and comprehension, visual and auditory efficiency, and study skills. Each student begins at a test determined level and progresses as skill and efficiency increases. The basic purpose is to provide students with an opportunity to practice these reading skills which will be most helpful to them in reading the quantities of materials required in many content courses.

I. Performance objectives

A. The student will demonstrate improved rate and comprehension skills.

B. The student will apply a reading rate formula to materials read in order to assess individual rate of reading and level of comprehension.

C. The student will demonstrate the ability to adjust reading rate to various types of reading materials (fiction, technical, etc).

D. The student will demonstrate skill in reading in the content area.

E. The student will construct helpful rules to follow when reading content materials.

F. The student will develop effective note taking techniques through a series of reading, viewing, and listening activities.

G. The student will construct helpful rules to follow for study habit improvement.

H. The student will apply an effective method of study (SQ3R, PQRST, etc.) with a given assignment.

I. The student will successfully utilize skimming and scanning reading techniques.

J. The student should effectively use library resources.

II. Rationale

In the past, the problem reader has received the greater attention in high school reading program development. Students functioning adequately or better in course reading content have been ignored. This course has been developed to provide reading enrichment and challenge for the well-motivated, successful achiever who wants to improve or enhance his reading skills.

Accelerated instruction should proceed from the systematic assessment of reading skills development of each student. The scope of the program will be broad enough to encompass the needs of the group but specific enough to be adapted to the needs of the individual.

The course content was not designed to give an appearance of a hierarchy of subject areas. Listed in the course content are various skill areas in which the student may wish to gain competency. However, the subject headings under these areas are listed according to levels of difficulty. Therefore, the instructor of the accelerated reading program should keep in mind that the course content is extensive and each student in the class may not require certain subject areas within the program.

III. Course content

A. Developing speed and comprehension

1. Identification and correction of factors that impede reading speed and comprehension.

a. Limited vocabulary

b. Difficulty with one or more of the skills of comprehension (getting the main idea, details, etc.)

c. Sub-vocalization

d. Ineffective eye movements

2. Assessment of speed and reading comprehension

3. Flexibility in reading speed

B. Reading skills for the content areas

1. Social studies

2. Math

3. Science

4. Literature

C. Study skills

1. Improvement of study habits

2. Effective methods of classroom note taking

3. Investigation of study methods

4. Skimming and scanning techniques

5. Use of the library

IV. Teaching strategies

A. The student will demonstrate improved rate and comprehension skills.

1. The teacher assesses students' skill needs through the use of one of the reading diagnostic tests listed in teacher resources.

2. The teacher should hold conferences with each student. Teacher-pupil conferences should center on results of student's reading diagnostic test and helping students become aware of areas in reading needing improvement.

3. The teacher writes several sentences, consisting of unknown words, on the board. Students determine the meaning of these words through the use of the following context clues.

definition of word given in material
synonym
comparison or contrast
familiar expression
summary and reflection of a situation or mood

4. Presented a list of common prefixes and suffixes and a list of their meanings, the student could be asked to match the two rows.

5. The teacher leads class discussions in helping students determine methods to use in day to day vocabulary building (ex. record unfamiliar words found in reading on index cards. Record pronunciation and meaning of words on index cards and file for review).

6. Present ten new vocabulary words to students each week for study. The teacher may select words from student's content course materials, pleasure reading materials, newspaper articles, etc. Words should remain in context when presented.

7. Present students with a list of ten unknown words for vocabulary study. Students could be asked to

   look up meaning and pronunciation of words
   make up sentences using the new words
   match words with their correct meaning.

8. The teacher asks students to underline the "topic sentence" in several paragraphs.

9. Present students with reading selection. Students are asked to preview each paragraph to find the central thought.

10. The teacher asks students to determine the author's purpose after reading several short passages. Answers should be discussed in class.

11. Present a number of possible conclusions to students to determine if they are all valid from the reading information given.

12. Present students with several written statements. The student determines if they are facts or opinions.

13. Present reading selections to students using the controlled reader. Afterwards, classroom discussion on reading selection should evolve. Some suggested points for discussion:

    central theme or main idea
    sequential development of story

14. To demonstrate sub-vocalization, teacher could ask the student to place fingers on throat to feel sound vibration as they read.

15. Through the use of two lights and two levers the teacher could demonstrate how reading is slowed down when we must "say the word in our minds." The student is asked to press one lever when a red light flashes, a different lever when a green light flashes. The student sits at a table with his right hand on the lever for red and the left hand on the one for green. The student should realize how much slower his response is when he must first interpret the color of the light flashed then say in his mind, "press the lever for red or press the lever for green." (selfmade machine)

16. To demonstrate eye movement, the teacher could pair students and have them sit in front of each other. One student acts as "the reader" and the other as "the observer." "The observer" peers into "the reader's" eyes as they move across the page of print. "The observer" should record where "the reader's" eyes focus on each line of print being read.

B. The student will apply a reading rate formula to materials to assess individual rate of reading and level of comprehension. An example of a reading rate formula is given.

$$\frac{\text{Number of wds in article}}{\text{Number of seconds to read}} \times 60 \times \text{per cent of comprehension} = \text{Wds read per minute}$$

C. The student will demonstrate the ability to adjust reading rate to various types of reading materials (fiction, technical, etc.)

1. Teacher asks students to read a fictional selection and a technical selection. Comparison of comprehension and time required for reading should be noted and discussed. Students should realize that reading rate adjustments must be made for various types of reading material.

2. A series of digits is flashed on the screen with the aid of the tachistoscope. The student records the number he sees flashed on the screen at speeds varying from one tenth to one hundredths of a second.

3. When digit identification is mastered, teacher should advance students to word identification activity. Words are flashed on the screen and the student records the word which has been seen.

4. Phrase identification is presented when word activity is mastered. Phrases are flashed on the screen and student recalls what has been seen.

5. If tachistoscope is not available in school a "cover card technique" can be used with the three exercises described above. Tag board 5" x 3" is used to make number and word booklet. One word is printed on the center of each card. Each booklet can consist of ten cards stapled together. A plain tag board card is kept separate from the booklet. This card is used to cover the words. The separate card is lifted quickly and replaced over the word. The student does not say the exposed word, he only glances at it quickly. He then attempts to reproduce the word. The student removes the card a second time to check answer. He continues on to the next card.

6. To increase reading speed and comprehension, teacher presents students with several reading passages to read, over a period of time, with the aid of the controlled reader. Reading selections can be discussed for main ideas, remembering facts, etc.

7. Present several selections to students using the pacer (reading instrument), the student tries to increase his reading rate. Questions on the selections should be asked to evaluate comprehension.

8. Present students with several reading selections to read, over an extended period of time and without the use of a machine. The student tries to increase his reading speed with each reading. The student should apply a speed reading formula to obtain number of words read per minute with each selection. Questions or discussion should follow reading to assess comprehension.

9. Reading materials ranging from fictional to technical can be presented to students to ascertain the following:

   a. If there were a difference in reading rate.

   b. If there were a difference in reading rate, why?

   c. If no, was there a difference in speed of comprehension.

10. Teacher designates single words for students to locate in textbooks.

11. Teacher designated phrases should be located by students after single word activity has been accomplished with speed and ease.

12. Present students with specific questions to find answers for in reading material.

13. Present such materials as the newspaper, magazine, course text, etc., to the student who applies skimming techniques to find the main idea.

14. Using the above reading materials teacher could ask students to find supporting ideas of the main theme.

D. The student will demonstrate skill in reading in the content area.

1. Teacher presents a social science passage to students. Students decide the best method of note taking.

2. Present students with reference books (World Almanac, Atlas, etc.) to determine, through their perusal, the type of information given.

3. Present students with terms and abbreviations commonly used in the study of the social sciences. Students are asked to define these terms and abbreviations.

4. Teacher uses social studies text to direct students in determining if there are built-in study aids (chapter study questions, maps, etc.) If included, discuss what help they offer.

5. Teacher directs students in developing a glossary for math in which they define terms and symbols commonly used in the study of mathematics.

6. Present students with word problems. Students are asked to identify the mathematical concept involved.

7. The teacher presents students with word problems. Students are asked to identify information which is essential and information which is nonessential in finding the solution.

8. Teacher directs students in developing a glossary for science in which they define terms commonly used in the study of science.

9. Present students with a written description of an experiment, the students identify its main idea and purpose.

10. Using a science reading selection, teacher directs students in identifying procedures made in testing or studying a designated hypothesis, prediction, or problem.

11. Present students with several statements. Students are to identify these statements as hypothesis, theory or scientific law.

12. Present students with a literary writer's life to investigate. Students determine if writer's background influenced his writing.

13. Present students with a literary work to read. The students determine if social events during the time the work was written had any influencing effects.

14. Present students with a literary work to read, the student will identify or discuss specified structural elements.

E. The student will construct helpful rules to follow when reading content materials.

1. Teacher could lead students to develop generalized rules in content area reading such as:

a. Preview material to determine structure and organization.

b. Read end of chapter summary for general idea of chapter content.

c. Read chapter questions in order to find out type of information presented in chapter.

2. Math

a. Have a clear understanding of the special language used in math.

b. Determine what you are to find.

c. Determine what facts are known.

d. Determine what additional facts are needed.

e. Decide on process to be used for problem solving.

3. Science

   a. Preview chapter to find unfamiliar technical words that are not defined in the reading material. These words should be defined and understood before reading is begun.

   b. Determine the problem or subject discussed in text.

   c. Determine the solution or results reached. What process did the author use to present this solution or fact?

4. Literature

   a. Have a background knowledge of the author's life.

   b. Have some background knowledge of important social events taking place during the period that the literature was written.

   c. Have an understanding of the author's style of writing.

   d. Become familiar with the common figures of speech in English and be able to recognize them at a glance.

   e. Try to recognize the structure and organization of the literature.

   f. Provide various activities for reading enrichment such as a paperback library. Have students participate in various activities such as:

      (1) Character role playing
      (2) Oral and written book reporting
      (3) Group project of rewriting book story into one act play selecting only main parts of written story

5. Have students preview a chapter in a social studies text. The teacher, through class discussion, leads pupils to discover:

a. If special system of note taking is needed.

b. What type of reference books would be helpful to have close at hand (World Almanac, Atlas, etc.)

c. Methods in compiling technical words from content material (use of index cards and file, notebook glossary, etc.)

d. Where to find additional information or reference on the subject.

e. If there are built-in study aids (chapter study questions, maps, graphs, etc.)

f. If the type used in the text varies according to the importance of the material.

F. The student will develop effective note taking techniques through a series of reading, viewing, and listening activities.

1. Teacher introduces and explains methods of note taking. Suggested methods are listed below:

a. Outline form - useful in taking notes for lectures and textbook chapters.

b. Resume - use when short selection is read and only a general idea of material is needed.

d. Underlining - useful when main points of textbook need to be emphasized.

2. Teacher, through class discussion, leads students in identifying the features of good notes (ex., brief, clear, neat, etc.)

3. Teacher directs discussion on the meaning of certain techniques in note taking (underlining, circling, numbering, etc.)

4. Teacher has students view a film and take notes. Through class discussion, important points in film are listed. Students are asked to evaluate notes according to film points discussed in class. (Film selection should be on subject matter which is of interest to that particular age group being taught. Example of film subject: drug abuse, customs of people in other countries, etc.)

5. Teacher has students write a chapter summary from textbook notes taken. Text should be from another content course such as social studies, biology, etc. Students should then review chapter to evaluate how accurate is the summary.

6. Teacher presents students with a tape recorded lesson or story. Students listen to tape and take notes. A short written quiz is given students on recorded lesson. Students are allowed to use notes to answer questions. Comparison of notes to quiz answers should aid students in note taking evaluation. (Type of lesson recorded depends on age level being taught. Subjects could include: how to take care of your pets, how to shop for school clothes, etc.) See EDL Listen and Think Series.

G. The student will construct helpful rules to follow for study habit improvement.

1. Rule - Students should keep a record of school progress: Teacher demonstrates how a record of school progress can be recorded on a chart, graph, etc.

2. Rule - At the end of each week the student should evaluate use of time: The teacher demonstrates how students may sum the hours he spends per week on sleeping, grooming, meals, classes, study, etc. The student then evaluates his chart of daily activities and determines whether or not he is spending an appropriate amount of time on each activity.

H. The student will apply an effective method of study (SQ3R, PQRST, etc.) with a given assignment.

1. Study methods: Teacher explains and discusses Robinson's SQ3R and Spache's PQRST study methods. These are only two of the more outstanding study methods which have been developed.

a. SQ3R

Survey - Survey the assignment to be read (headings, graphs, summary, etc.) to note the main points to be developed.

Question - Formulate specific questions that will be answered by the chapter or article. This is usually done by turning the chapter headings into questions.

Read - Read the selection with the purpose in mind and to answer formulated questions.

Recite - Recall of reading material without the use of notes or book.

Review - Review the material to establish personal understanding. A helpful way to review is try to recall information presented under each chapter heading.

b. PQRST

Preview - Rapid skimming of the total selection.

Question - Formulate questions which should be answered in the reading selection. Questions should be the purpose for reading.

Read - Read the selection to find answers to formulated questions.

Summarize - Organize and summarize information gained from reading selection.

Test - Compare and contrast summary with selection for validity or how well material was digested.

2. Teacher directs students in comparing and contrasting both SQ3R and PQRST study methods.

3. Teacher directs students in applying study method of their choice to a class reading assignment. Students discuss and evaluate the effectiveness of the method.

I. The student should effectively use library resources.

1. Teacher presents students with a diagram of the floor layout of the school library. The students identify the card catalogue, book stacks, periodical section, reference desk, and check-out desk.

2. The teacher directs the student in identifying the use of the information on a library catalogue card.

3. Present students with a topic. The students use the card catalogue to locate one or more library books on the topic.

4. Present the call number of a book. The students indicate on a diagram of the floor layout of a library the section of the library in which the book can be found.

5. Having the title of an article, the name of the periodical, and the number of the issue in which the article is found, the students will locate the article in the library.

6. Teacher directs students in locating various categories of reference materials (ex., dictionaries, encyclopedias, almanacs periodicals, etc.) in the library.

7. Teacher directs students in identifying the various guides and sections in a dictionary.

8. Teacher presents various reference materials to students to identify the type of information found in them.

V. Student resources

A. Textbooks, workbooks, reference materials (Non-state-adopted)

1. Comprehension and speed

a. Leedy, Paul. Read with Speed and Precision. New York: McGraw-Hill Book Company, Inc., 1963.

Textbook written for the student who wants to gain competency in comprehension, speed and content area reading. Senior high level.

b. Guiler and Coleman. Reading for Meaning. Chicago: J. B. Lippincott Company, 1955.

This series consists of nine graded books, each of which contains two preliminary or practice units and 24 regular units. Basic skills developed are: word meaning, total meaning, central thought, detailed meanings, organization, and summarization. This series covers grades 4 - 12.

c. McCall and Smith. Test Lessons in Reading Reasoning. New York: Bureau of Publications, Teachers College, Columbia University Press.

Seventy-eight lessons designed to help students reason clearly and critically. It is designed for advanced high school students.

d. Science Research Associates (SRA). Better Reading Book. Thomaston, Georgia: P. O. Box 28.

Grades 7 - 9, offers combined exercises in speed and comprehension. They are self-administered and checked and give the student both a word per minute and a comprehension score.

e. Hardwick, H. C. Words are Important. Maplewood, New Jersey: C. S. Hammond and Co.

There are eight books in this series which are good for vocabulary development for grades 7 - 12.

f. Educational Development Laboratories, Inc. Word Clues. Huntington, New York.

Graded programmed vocabulary series. This series is planned as a continuous developmental program extending from grade 7 - 13. Each book consists of 30 lessons of 10 words, and every lesson is developed around a center of interest such as sailing, going to the theater, or rocketry. The lessons are programmed for independent, step-by-step learning; and they can be self graded. Diagnostic tests are also included in order that the instructor knows in which book the student should be placed. Two test forms with answer sheets can be obtained, so a progress check at the course's end can be made.

2. Reading in the content area

a. Smith, Nila Banton. Be a Better Reader Series. Englewood Cliffs, New Jersey: Education Book Division, Prentice-Hall, Inc.

Offers reading matter and exercises in literature, history, geography, science, and mathematics. This reading text contains graded, individually oriented subject matter. Levels 7 - 12.

b. Leedy, Paul. Read with Speed and Precision. New York: McGraw-Hill Book Company, Inc., 1963.

Written specifically to help the student improve reading skills in comprehension, reading rate, study skills and reading skills in the content areas. Secondary level.

3. Study skills

a. Editors of Scholastic Magazines. Study Skills Workbooks. New York: Scholastic Magazines, Inc.

Designed to develop specific study skills. Elementary, junior and senior high levels.

b. Manuel, H. T. Taking a Test: How to do Your Best. Yonkers, New York: World Book Co., 1956.

c. Learning, Inc. Your Study Skills. Chicago: Coronet Instructional Films.

Programmed text teaches skimming, scanning, summarizing, note taking and reviewing.

B. Media resources

a. SRA. Reading for Understanding. Reading lab that provides a solid core for comprehension improvement. The 111A, 111B, and 1VA labs contain materials ranging from grades three to fourteen. Their use provides opportunities for comprehension, rate, and word recognition, and vocabulary development. All materials are self grading; the student keeps his own progress charts and records.

b. The Junior and Senior High Tachist-O-Film Kit. Sunland, California: Learning Through Seeing, Inc.

Consists of a Tachist-O-Flasher, that can be used on filmstrip projector, and the Tachist-O-Filmstrips. The flasher projects images at a variable rate of speed, a twentieth to a fortieth of a second. The filmstrips are graded; they begin at the primary level and continue through college-adult level.

2. Content areas and study skills

a. EDL Study Skills Library.
Consists of a series of kits containing graded and sequential exercises for levels four through nine. On each grade level there are three kits: one each in the areas of science, social studies, and reference skills. The kits provide instruction in text tactics, content area reading, and in study skills development.

b. Johnson and Lephene. Study Skills. Cambridge, Mass.: Honor Products.
A 200 frame - 1-1/2 hour program in study habits and skills. Probably for secondary level. For use in Honor Teaching Machine.

VI. Teacher resources

A. Textbooks: Karlin, Robert. Teaching Reading in High School. New York: The Bobbs-Merrill Company, Inc., 1964.
The author identifies the main problems on the high school level and explores the reasons why they occur. Karlin identifies problems from the disabled reader to the competent reader and presents in detail methodology for dealing with these problems. Teachers of this course will find the chapters on "Meanings and Reading," "The Study Skills," "Speed in Reading," and "Developmental Reading and the Content Fields" quite helpful.

B. Periodicals

1. Dale, E. L. and Milligan, J. "Techniques in Vocabulary Development," Reading Improvement. VII (Spring, 1970, p. 1-5.
Gives specific guidelines for vocabulary growth.

2. Fry, Edward. "Reading Rate 1908," Journal of Reading. Vol. 13, No. 18 (May, 1970), p. 593-596.
Gives directions on the how and why of reading rate development.

3. Nathan, Norman. "Teaching for Total Comprehension," Reading Improvement. Vol. 7, (Spring, 1970), p. 6-8.

Information and directions given to help develop the separate comprehension skills.

4. Sargent, Eileen E. "College Reading before College," Journal of Reading. Vol. 14, No. 2 (Nov., 1970), p. 83-88.

   Information on design for a total reading program geared toward the well motivated and academically successful student.

C. Films (Available from the Dade County Audio-visual center). Synopsis of each film can be found in the Instructional Materials Catalog Bulletin 1-N.

1. Better Reading	JS	1-10480	EBEC
2. Developing Reading Maturity:	EJS		Coronet
Comparative Reading	1-01232		
Critical Evaluation	1-01230		
Interpreting Meaning	1-01234		
The Mature Reader	1-01236		
Understanding Style	1-01238		

D. Reading pacer - An inexpensive pacing device operated on flashlight batteries. A bar moves down the page to predetermine rate. T. Y. Crowell.

E. Tachistoscopic Training Series - For perceptual span development. Includes slide for words, phrases, sentences, digits and geometric forms. Keystone.